Second Language Acquisition

SeBEN09z12

Thomas Wagner
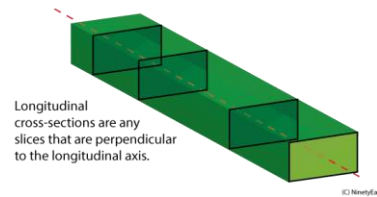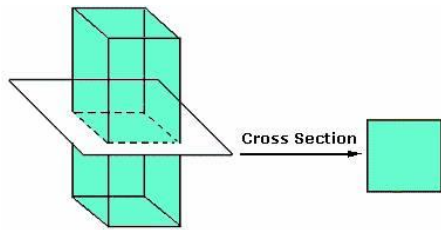
week 4 – chapter 4 & 5

repetition

repetition

- What are cross-sectional and longitudinal studies

Cross Section

Longitudinal cross-sections are any slices that are perpendicular to the longitudinal axis.

(C) NinetyEast

- What is the comparative fallacy
  analysis using target categories on second language data

repetition

name 3 types of language data you could collect

- written
- spoken
- natural (spontaneous)
- elicited
- experimental
- field
- competence
- performance
- case studies
- pooled data

repetition

- name 3 classical and recent approaches
- classical approaches
  - recorded speech samples

  - recorded language tasks

  - written questionnaires

  - interviews and diaries

  - written language tasks

  - rating and judging experiments (intuitional data)

repetition

- recent approaches

  - reaction time experiments, lexical decision

  - eye-tracking experiments

  - priming experiments

  - brain imaging (fMRI)

  - EEG (electroencephalogram)

  - computer modelling

repetition

- name 5 individual differences
  - language a*pt*itude
  - motivation
  - a*tt*itude
  - anxiety
  - willingness to communicate
  - age(s)
  - sex
  - working memory
  - personality
  - learning styles
  - learning strategies
  - *big five* human personality traits

repetition

- what standardised language test do we have in Austria
- TOEFL (Test of English as a Foreign Language)
- Cambridge Tests
- Oxford English Placement Test
- Matura Neu
- Bildungsstandards E4 & E8

repetition

- which are the three big areas of data analysis
- qualitative
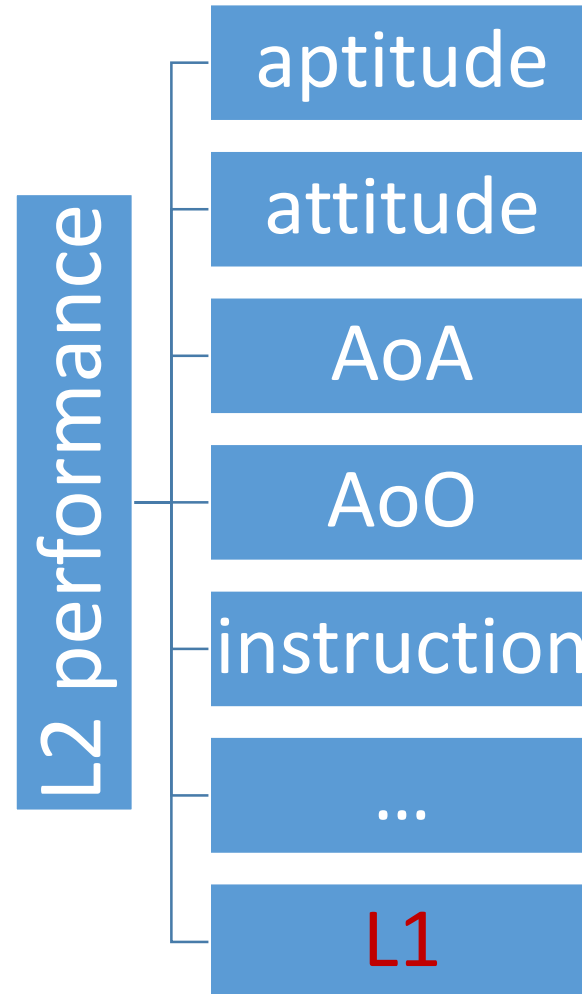- quantitative
- mixed

Chapter 4
The role of the L1

reading homework 1

- the role of behaviourism

- the Contrastive Analysis Hypothesis

- the role of error analysis

- the role of the morpheme order studi

- interlanguage transfer

Section 4.1 – The role of the L1

Section 4.1 – The role of the L1

(2) The Problem of L2 learning as viewed in the 1950s

Learning a second language, therefore, constitutes a very different task from learning the first language. The basic problems arise not out of any essential difficulty in the features of the new language themselves but primarily out of the special "set" created by the first language habits.

Fries 1957

Section 4.1 – The role of the L1

- *bad boy* L1 → contrastive analysis → error analysis → transfer

- positive transfer – facilitation

- negative transfer – interference

- transfer is in fact neither negative or positive – it's just a psycholinguistic; positive transfer is attributed in retrospect to an alleged mechanism that produced 'desirable' output

Section 4.2 – Behaviourism

- Behavi**o**rist approach

- language is speech (speech precedes writing)

- speech is a universal cognitive phenomenon – writing is culture
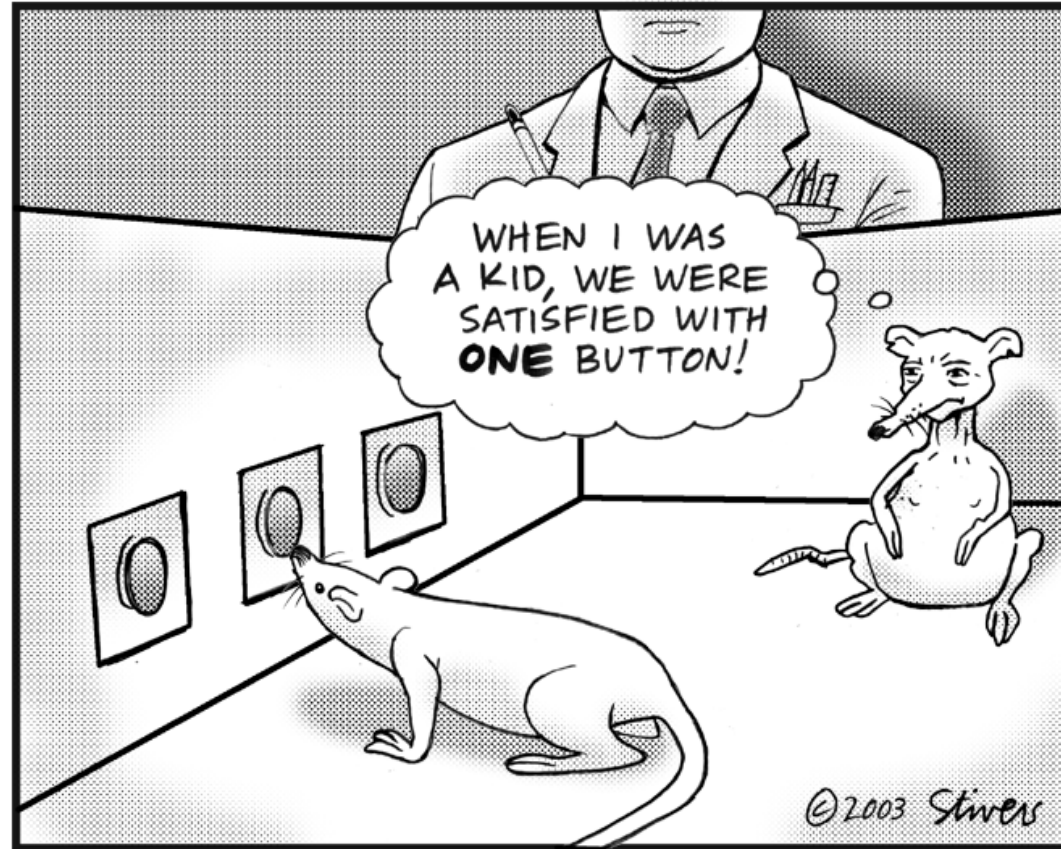
Section 4.2 – Behaviourism

(1) *Suppose that Jack and Jill are walking down a lane. Jill is hungry. She sees an apple in a tree. She makes a sound with her larynx, tongue and lips. Jack vaults the fence, climbs the tree, takes the apple, brings it to Jill and places it in her hand. Jill eats the apple.*

Bloomfield, 1933, pp. 22–23

Section 4.2 – Behaviourism

1. Practical events before the act of speech (e.g., hungry)
2. Speech event   (making sound)
3. Hearer's response   (Jack's leaping)

- stimulus – response
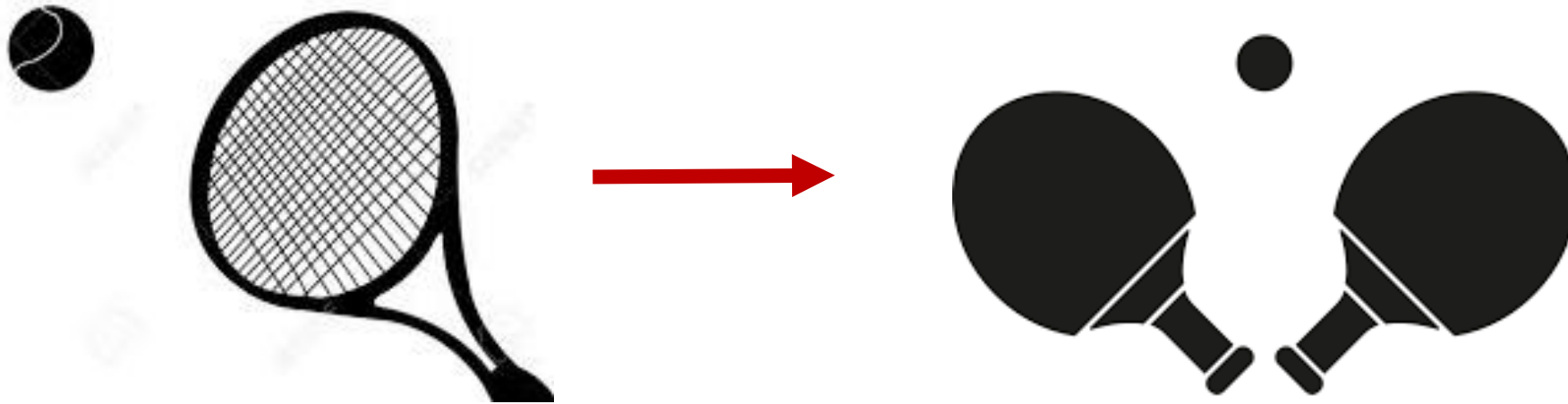- In L1 acquisition, parents should correct and punish
- *Daddy bringed it*   ☹

Section 4.2 – Behaviourism

Section 4.2 – Behaviourism

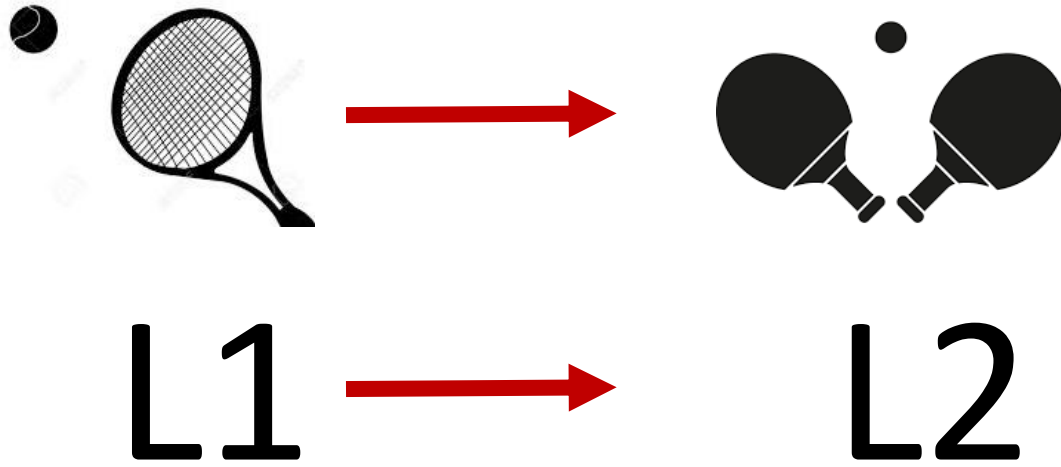- https://www.youtube.com/watch?v=VvOIbDI2fro

Section 4.2 – Behaviourism

The more knowledge and skills an individual acquires, the more likely it becomes that his new learning will be shaped by his past experiences and activities.

Postman 1971:1019

Section 4.2 – Behaviourism

L1 → L2

Section 4.2 – Behaviourism

(2)   Italian learner of Spanish

| *Mangia* | *bene* | *il* | *bambino* ? | ⌐1 |
| eats | well | the | baby | |

| ¿ *Come* | *bien* | *el* | *bebe* ? | ⌐2 |
| eats | well | the | baby | |

Section 4.2 – Behaviourism

L2 learning = "linguistic hiccups" from L1 to L2

Sharwood Smith 1978

Section 4.2 – Behaviourism

- L2 → development of new habits.
- L1 → obstacle to this new habit formation

The replacement of one habit by another habit needs habit descriptions

→contrastive analysis (pedagogical 🇺🇸)

→contrastive analysis (scientific 🇪🇺)

Section 4.2 – Behaviourism

- Behaviorism → CA → CAH
- CA: language learning is habit formation
- CA: we must define what needs to be learned
- CA: we want predict difficulties
- CA: we want to determine the source for errors (L1 habits)
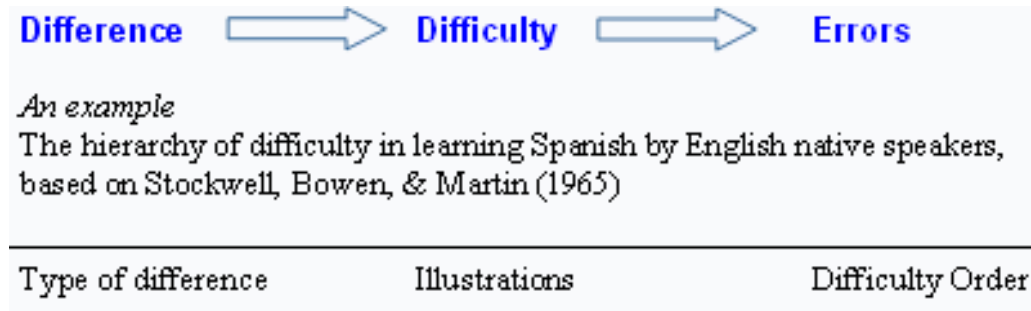- CA: we must learn the difference and can ignore the similarities

- Lado: German – English ?

Section 4.2 – Behaviourism

- CA a priori / strong / predictive   view

  - comparison L1 – L2 → predicting difficulties, prior to the learning

- CA a posteriori / weak / explanatory view

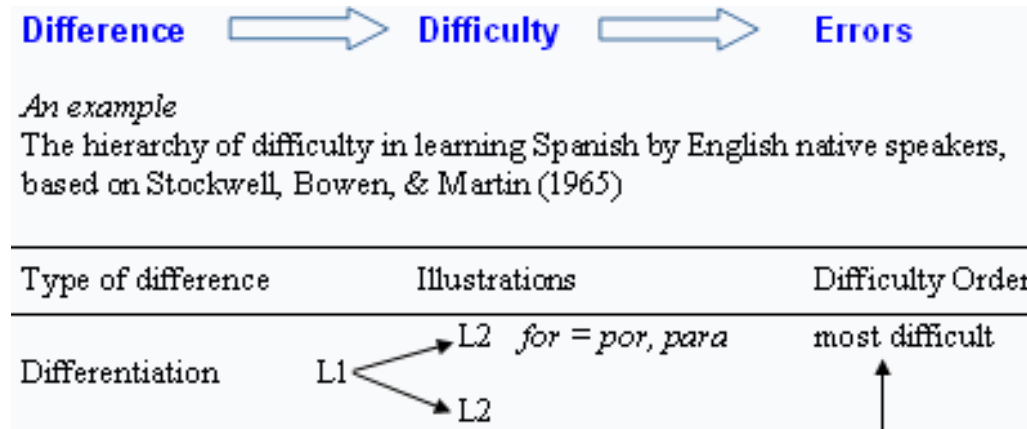 - analysis of errors to account for problems after the learning

Section 4.1 – The role of the L1

- CA a priori / strong / predictive   view

Difference ⟹ Difficulty ⟹ Errors

An example
The hierarchy of difficulty in learning Spanish by English native speakers, based on Stockwell, Bowen, & Martin (1965)

Type of difference	Illustrations	Difficulty Order

Section 4.1 – The role of the L1

- CA a priori / strong / predictive view

Difference ⟹ Difficulty ⟹ Errors

An example
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Type of difference	Illustrations	Difficulty Order
Differentiation	L1 ⟨ L2 *for = por, para* / L2	most difficult ↑

Section 4.1 – The role of the L1

- CA a priori / strong / predictive   view

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Differentiation	L1 → L2 *for = por, para* / → L2	most difficult
New	(L1) → L2 gramm gender	
Absent	L1 → (L2) *do* to carry tense	
Coalesced	L1 → L2 *he, she=su* / L1 →	least difficult

Section 4.1 – The role of the L1

- CA a priori / strong / predictive   view

| Difference | ⟹ | Difficulty | ⟹ | Errors |

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Absent	L1 → (L2) *do* to carry tense	
Coalesced	L1 ↘ L1 ↗ → L2 *he, she=su*	least difficult
Correspondence	L1 → L2 *-ing=-ndo*	no difficulty

Section 4.2 – Behaviourism

Table 4.1 Hierarchy of difficulty

| Category	Example
Differentiation	English L1, Italian L2: *to know* versus *sapere/conoscere*
New category	Japanese L1, English L2: article system
Absent category	English L1, Japanese L2: article system
Coalescing	Italian L1, English L2: the verb *to know*
Correspondence	English L1, Italian L2: plurality

Section 4.2 – Behaviourism

- why was CAH not successful ?

1. predictions were not born out by data
2. not all actually occurring errors were predicted; not all predicted errors occurred
3. difficulty ≠ error ≠ difficulty
4. L2 errors went beyond the impact of the L1
5. the theoretical underpinning was attacked

(3)   L2 error ??

   He comed yesterday

Section 4.2 – Behaviourism

- the final blow
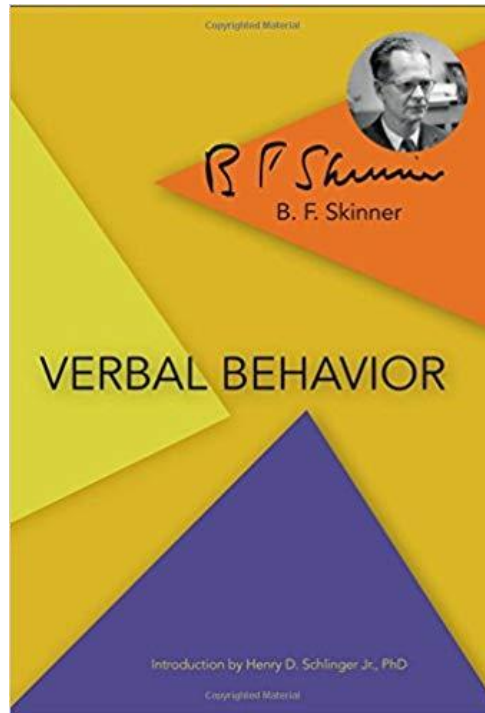
A Review of B. F. Skinner's *Verbal Behavior*

Noam Chomsky

1

A great many linguists and philosophers concerned with language have expressed the hope that their studies might ultimately be embedded in a framework provided by behaviorist psychology, and that refractory areas of investigation, particularly those in which meaning is involved, will in this way be opened up to fruitful exploration. Since this volume [*Verbal Behavior* (New York: Appleton-Century-Crofts, 1957)—*Ed.*] is the first large-scale attempt to incorporate the major aspects of linguistic behavior within a behaviorist framework, it merits and will undoubtedly receive careful attention.

addressed is that of giving a "functional analysis" of verbal behavior. By functional analysis, Skinner means identification of the variables that control this behavior and specification of how they interact to determine a particular verbal response. Furthermore, the controlling variables are to be described completely in terms of such notions as *stimulus, reinforcement, deprivation*, which have been given a reasonably clear meaning in animal experimentation. In other words, the goal of the book is to provide a way to predict and control verbal behavior by observing and manipulating the physical environment of the speaker.

Chomsky, N. (1959). A review of B. F. Skinner's Verbal Behavior. *Language, 35* (1), 26-58

http://www.direncsakarya.com/wp-content/uploads/2013/07/areviewofbfskinnersverbalbehavior1959.pdf

Section 4.2 – Behaviourism

(4)   French word order
Je   les   vois
I   them   see
'I seem them'

L2 data from F learners of E   L2 data from E learners of F

I seem them   **Je vois elle*
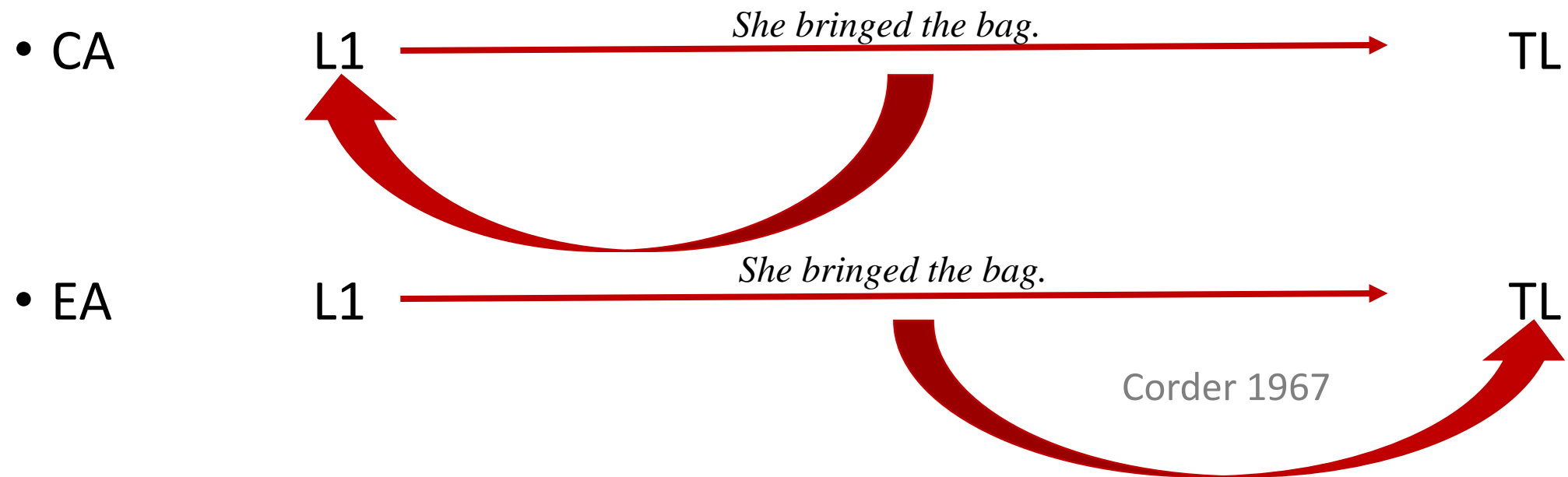
                                                      *Le chien a mangé les

*I them see

Section 4.4 – Error analysis

- check predictions against actual learner production → *error analysis*

- CA   L1 ——————— *She bringed the bag.* ——————→ TL

- EA   L1 ——————— *She bringed the bag.* ——————→ TL

Corder 1967

errors are not just a nuisance but important,
since they can guide our didactics

Section 4.4 – Error analysis

- errors are not the product of faulty imitation

- errors are a window into the L2 system

```
          ┌─ errors
non-TL    │
forms ────┤
          └─ mistakes
```
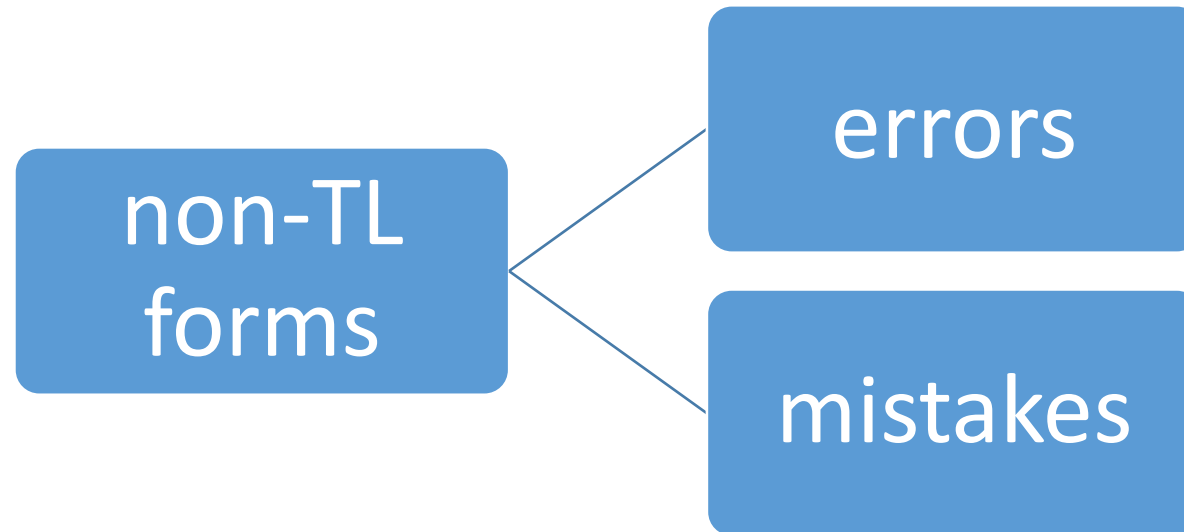
Section 4.4 – Error analysis

error

- systematic gap
- repeated
- inaccessible to speaker

- erroneous only from a teacher's perspective

mistake

- slips
- individual
- unique
- recognisable by speaker

Section 4.2 – Behaviourism

- error analysis in the classroom

- collect – identify – classify – quantify – remediate

Section 4.2 – Behaviourism

- https://www.youtube.com/watch?v=gybNQ3rBAE4

Section 4.4 – Error analysis

- errors are not the product of faulty imitation

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```
                    interlingual ——— L1 related
           errors
                    intralingual ——— L2 related
```
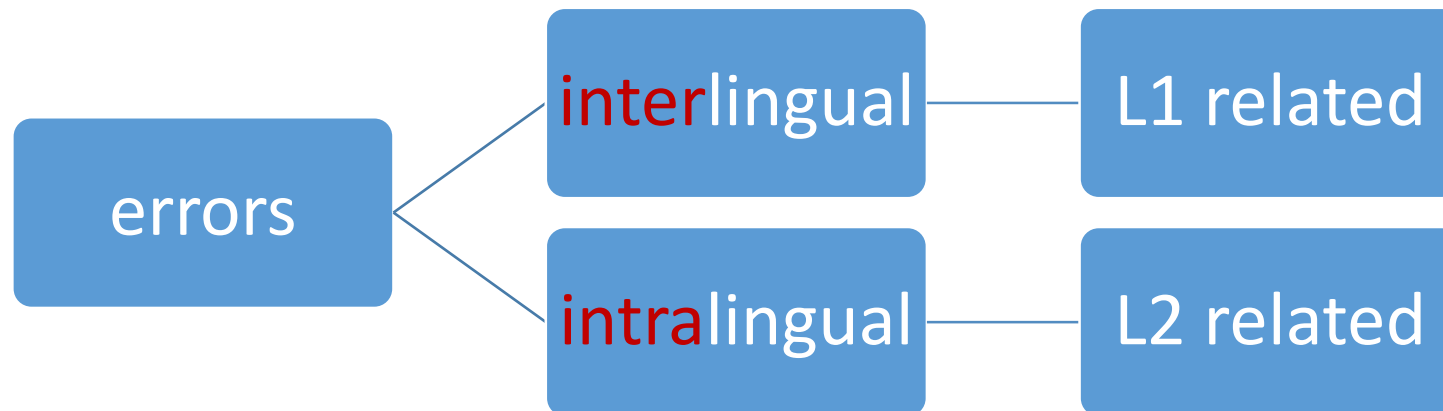
Section 4.4 – Error analysis

Table 4.2 Categorization of errors

Type	Source	NL	TL	Example
Interlingual	NL-based	French	English	*We just enjoyed to move and to play*[a]
Intralingual	Regularization	All	English	*He comed yesterday*

[a]In French, verb complements are in the infinitival form. There is no *ing* equivalent in French.

Section 4.4 – Error analysis

- problem 1: is absence of errors = target-like use ?

(4-22) I wanted him to come.
(4-23) I persuaded him to come.

(4-24) I enjoyed talking to my teacher.
(4-25) I stopped sending packages to my friend.

(4-26) I saw him to come.
(4-27) I enjoyed talking to you.

which stage is most target-like?

Section 4.4 – Error analysis

- problem 2: categorising errors is difficult

(4-28) I should like to learn foreign language.
(4-29) It was very interesting journey.
(4-30) We shall use present solution.
(4-31) I visited Institute of Nuclear Energy in Ljublana.
(4-32) As in many other cases the precise rules do not exist.
(4-33) . . . working on the similar problem as I.

Section 4.4 – Error analysis

" error analysis, although important in the recognition that learners were more than passive hiccupers of NL forms and functions, falls short in the analysis of second language data in that it only sees a partial picture of what a learner produces of the second language. "

Gass & Selinker course book, p 68

Section 4.4 – Error analysis

so was EA no good ?

Questions ?

Chapter 5
Recent perspectives on the role of previously known languages

Section 5.1 – Theories of learning

- 1940s
- Bloomfield: incorrect L1 forms → 'disappointing' response + correct modelling + negative reinforcement

- 1960s
- Post-Behaviorism: L1 is = process of creative construction
- (over)generalisation, hypothesis testing
- L1 = system, not a deviation

Section 5.3 – Morpheme order studies

- child L2 acquisition
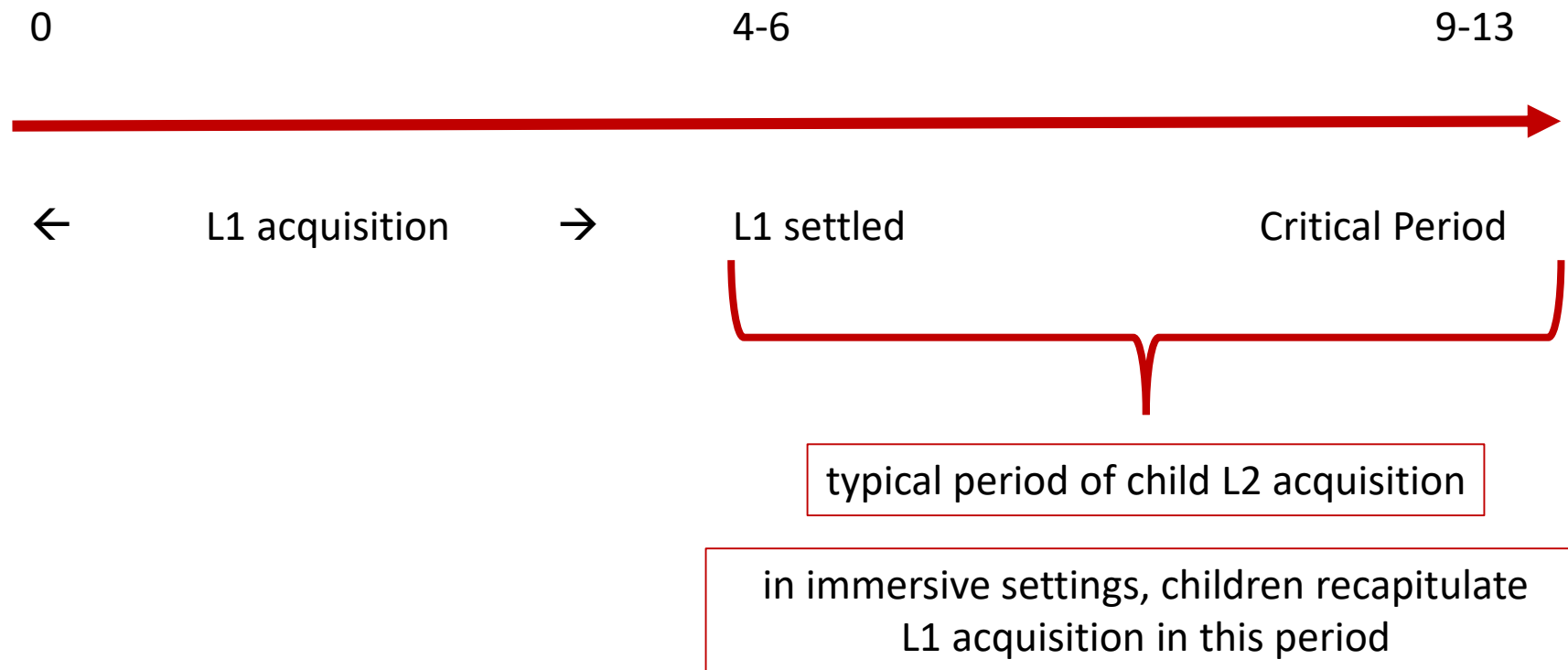
Section 5.3 – Morpheme order studies with children

- What do L1 & L2 acquisition have in common ?

- is younger = better ?

  McLaughlin 1978

- Do L1 & L2 learners use the same mechanisms and strategies ?

- L1 = L2 Hypothesis

- morpheme order studies

  Brown 1973; Dulay & Burt 1970s

Section 5.3 – Morpheme order studies with children

- 1950s: transfer is the major driving force

- 1970s: transfer is unimportant

Section 5.3 – Morpheme order studies with children

- 1980s:

L1 ——————————→ TL
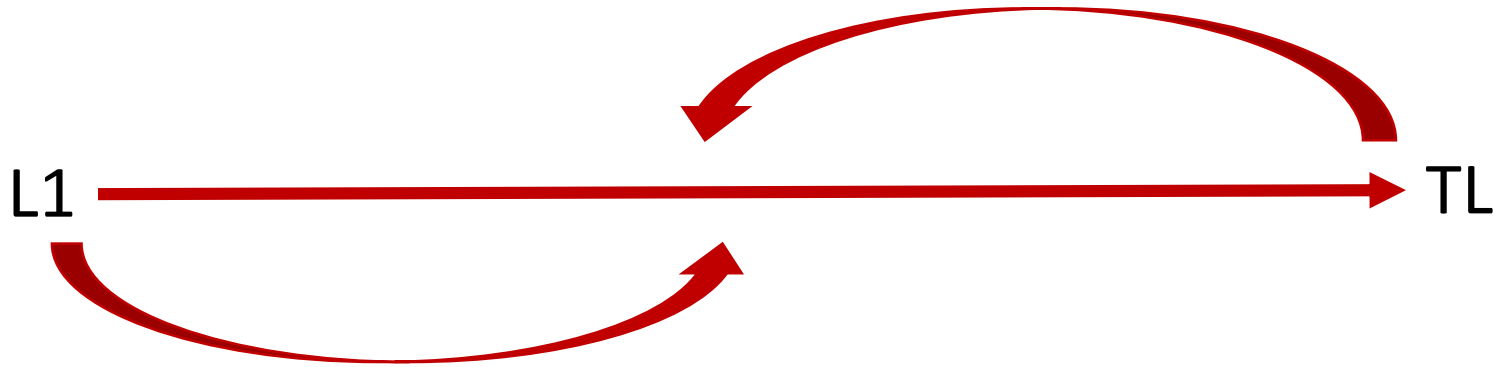
Creative Construction Hypothesis

LAD → strategies → hypotheses – (over)generalisations

Dulay & Burt 1974

Section 5.3 – Morpheme order studies with children

- 1980s:

L1 X		TL X
L1 Y	→ BRAIN →	TL Y
L1 Z		TL Z
L1 $_n$		TL $_n$

Section 5.3 – Morpheme order studies with children

- if similar L2 acquisition patterns were to be found between groups of

  children with different L1s, then clearly acquisition would be driven by

  innate developmental forces rather than the L1s

Section 5.3 – Morpheme order studies with children

- areas of investigation

Table 5.1 Areas of investigation from the Bilingual Syntax Measure

Pronoun case	*He doesn't like him.*
Article	*In the fat guy's house*
Singular form of *to be* (copula)	*He's fat.*
-ing	*He's mopping.*
Plural	*windows, houses*
Singular auxiliary	*She's dancing.*
Past—regular	*He closed it.*
Past—irregular	*He stole it.*
Possessive	*the king's*
Third person singular	*He eats too much.*

Section 5.3 – Morpheme order studies with children

- Bilingual Syntax Measure, 7 pictures, elicitation of morphology

"What are these?"
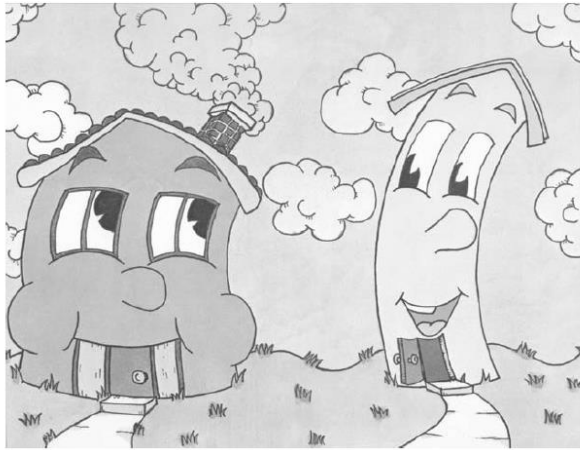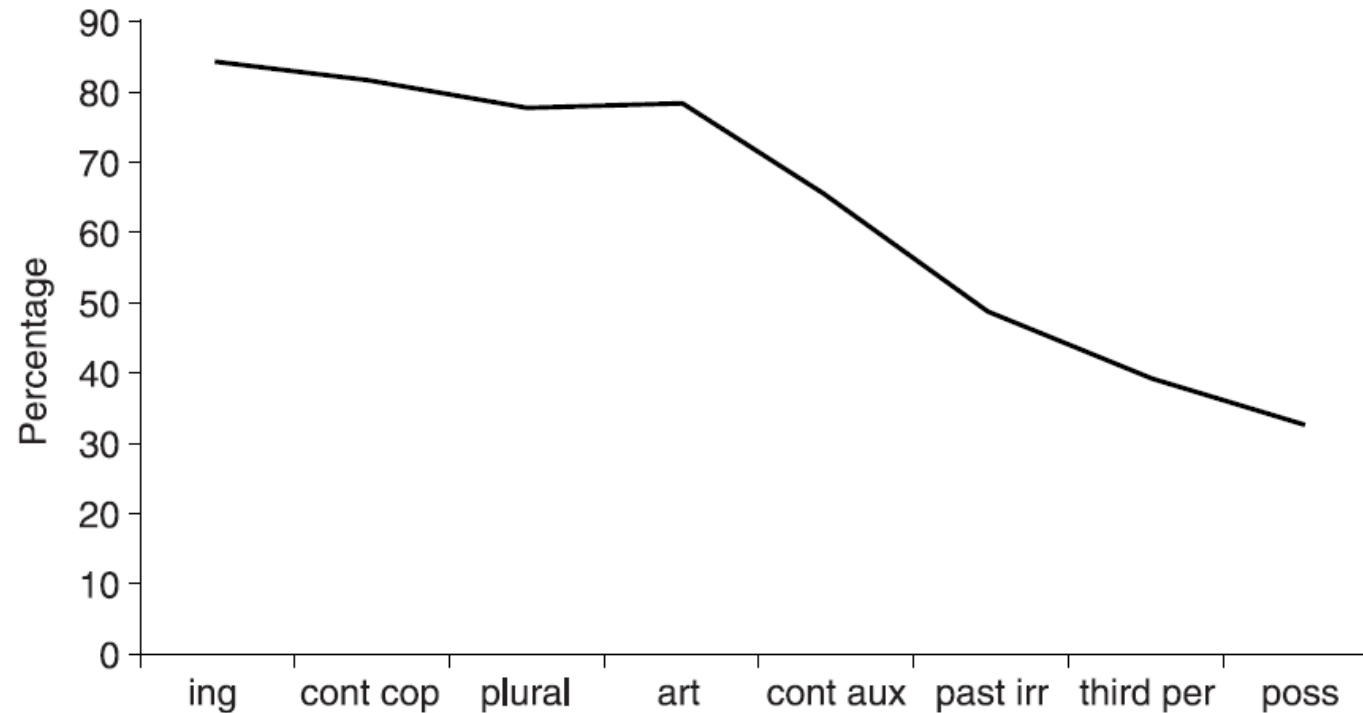

- correct instances / required instances

Burt, Dulay, Heidi, & Hernandez-Chávez 1975
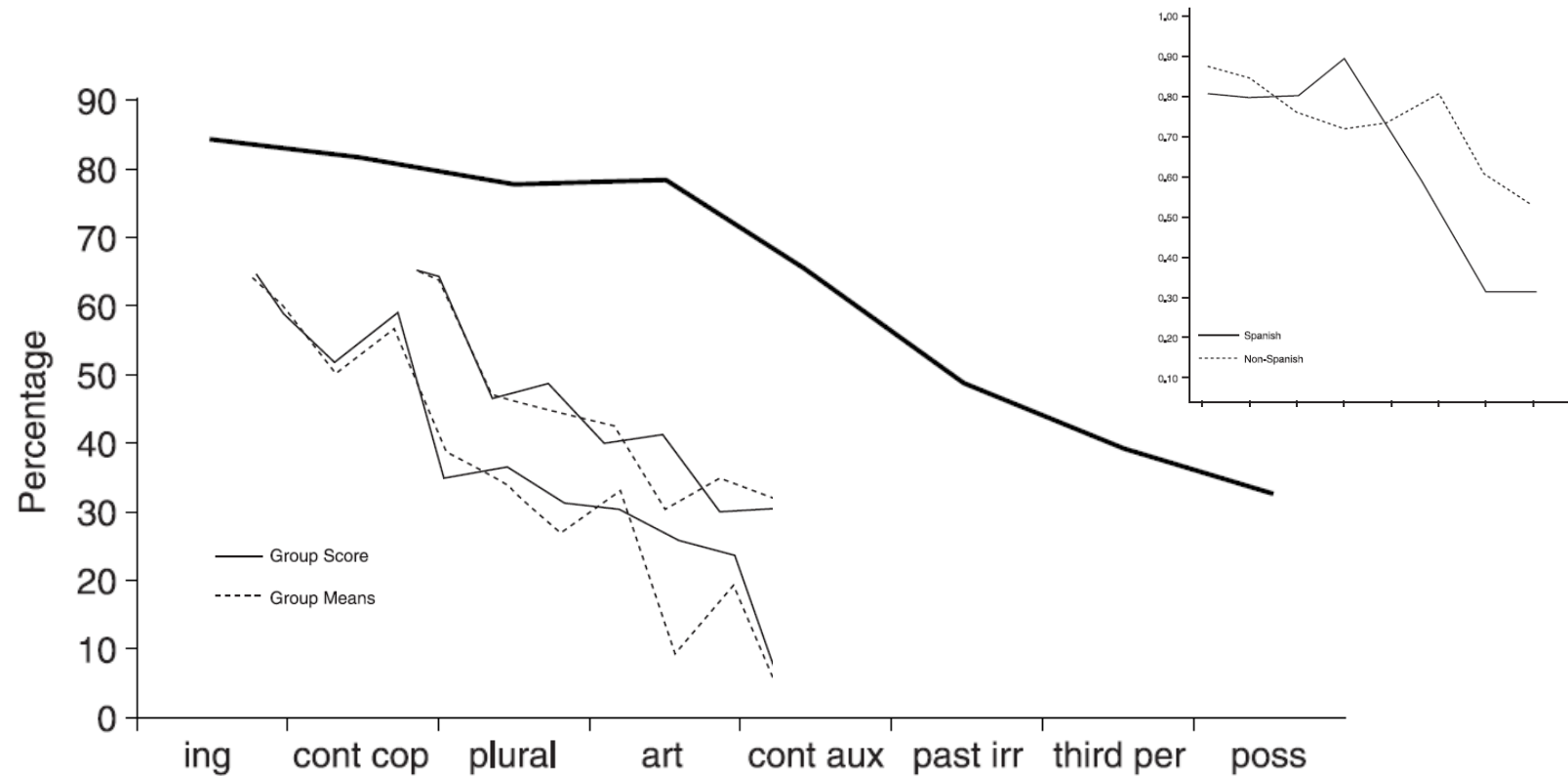
Section 5.3 – Morpheme order studies with children
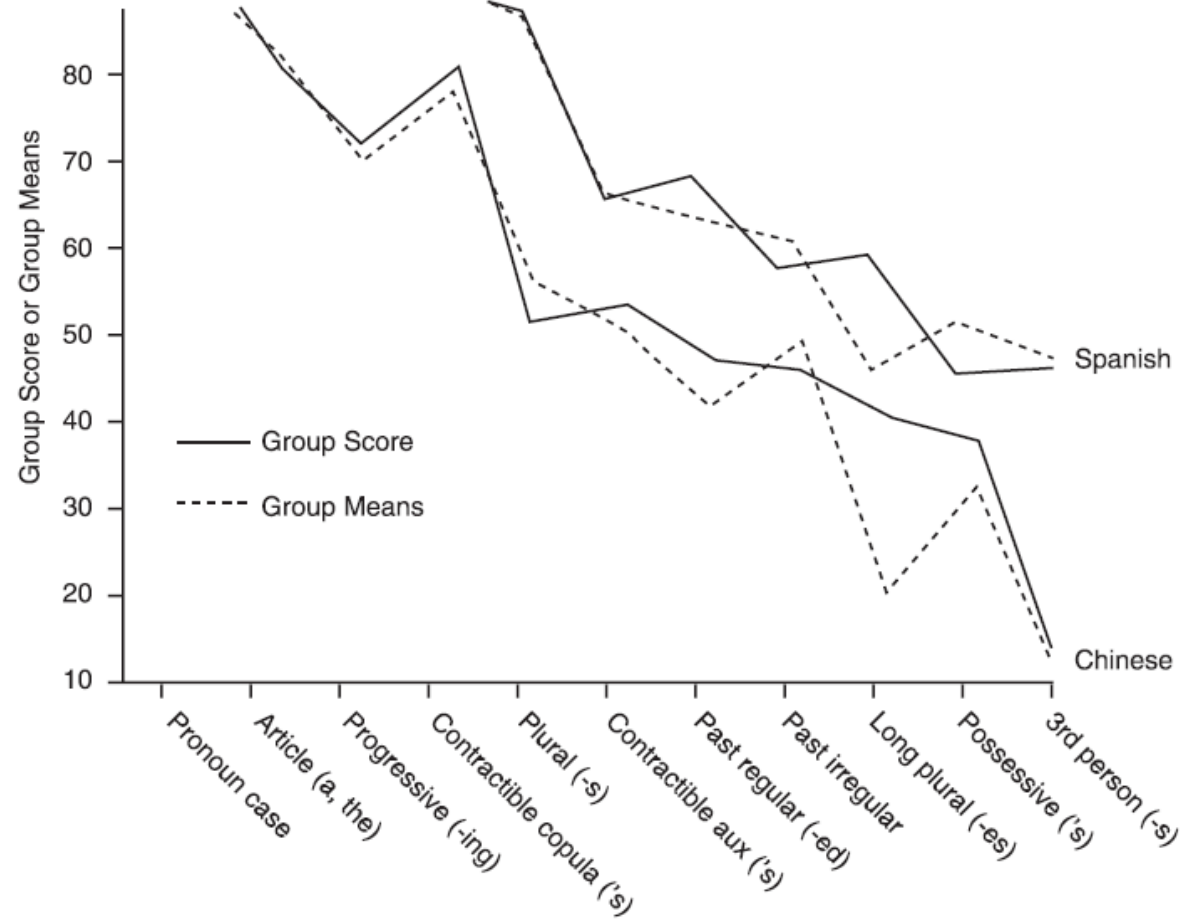
Section 5.4 – Morpheme order studies adults

- adult Bilingual Syntax Measure study (L1 Spanish versus other L1s)

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Section 5.4 – Morpheme order studies adults

- adult Bilingual Syntax Measure study (L1 Spanish versus other L1s)

- more or less invariant order, but L1 influences nevertheless (Japanese)

- problems:
  - results might be skewed due to the instrument
  - control group with many L2s levels out effects
  - morpheme (allomorph) categories were imprecise (article)
  - methodological concerns with accuracy = order
  - methodological concerns with disregarding inappropriate contexts

Section 5.4 – Morpheme order studies adults

- lack of longitudinal data
- morphemes were limited an not exhaustive
- morpheme acquisition ≠ acquisition in general
- why should morphemes be acquired in a particular order?

Section 5.5 – New role of the L1

- transfer and creative construction can be aligned

- 1970s: transfer under which conditions

- 1980s: cross-linguistic influence = transfer 2.0

Section 5.5 – New role of the L1

- *bad boy* L1 → contrastive analysis → error analysis → transfer

- is there positive transfer – facilitation

- is there negative transfer – interference

- transfer is in fact neither negative or positive – it's just a psycholinguistic process;

  positive transfer is attributed in retrospect to an alleged mechanism producing 'desirable' output

Section 5.5 – New role of the L1

- https://www.youtube.com/watch?v=UB18y2ZYBiY

Section 5.5 – New role of the L1

- modern „transfer" effects
- avoidance
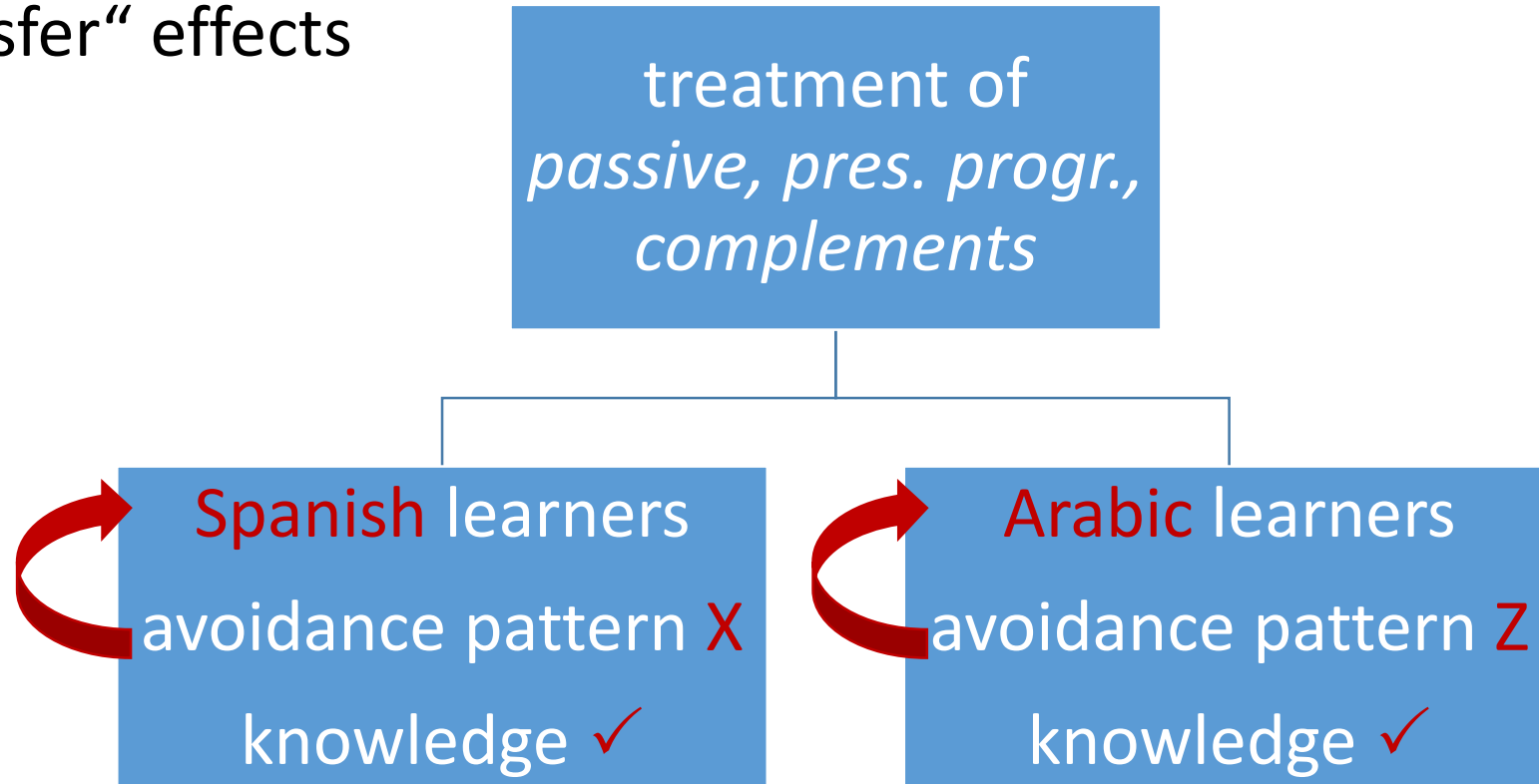
Section 5.5 – New role of the L1

- what is the source of those avoidance strategies ?

    Dagut & Laufer, 1985

- Hebrew learners: *enter, remove, save, stop, disappoint, confuse*

- Hebrew learners: *come in, take away*   over   *let down, mix up*

- what role does similarity between L1 and L2 play?

Section 5.5 – New role of the L1

- modern „transfer" effects

- transfer as the source of learning rates and paths

(5-11) It was the first time I ever saw her *mute*.
    (a) shocked
    (b) crying
    (c) smiling
    (d) silent

(5-12) The door swung slowly on its old _____.
    (a) fringes
    (b) braids
    (c) clips
    (d) hinges

(5-20) Es is nicht wahr.
    it is not true

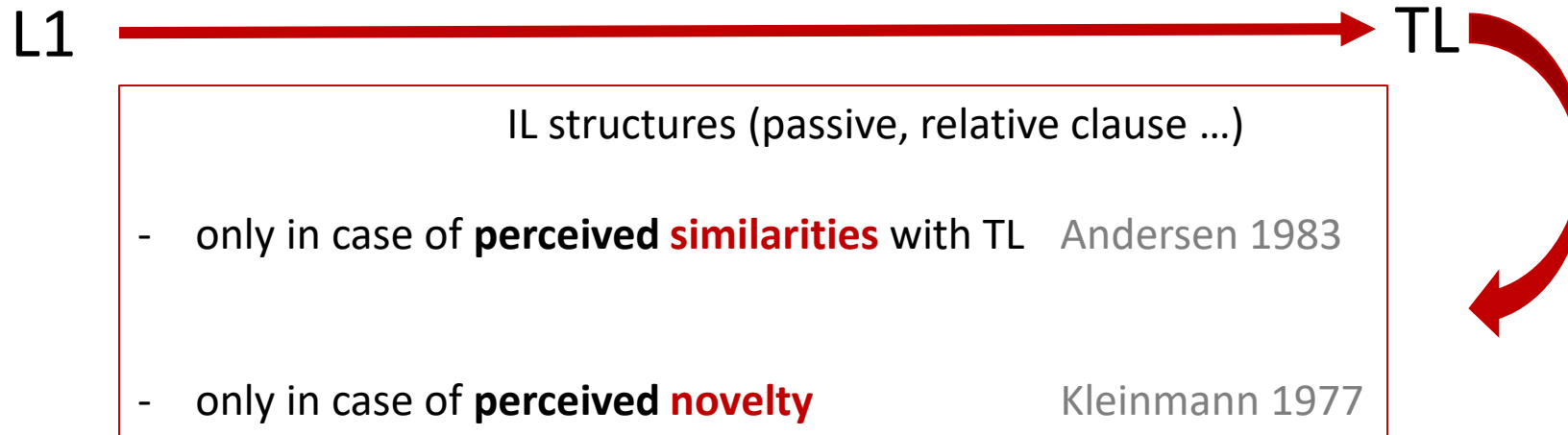(5-21) I'm steal not the base.
(5-22) Marylin like no sleepy.

Section 5.5 – New role of the L1

- modern „transfer" effects
- overproduction
- topicalisation strategies
  - *as for ....., I believe that …*
 - *it is rather debatable whether …*
  - *concerning …..*

Section 5.5 – New role of the L1

- modern „transfer" effects
- transfer to somewhere

L1 ──────────────────────────► TL

IL structures (passive, relative clause …)

- only in case of **perceived similarities** with TL   Andersen 1983

- only in case of **perceived novelty**   Kleinmann 1977

Section 5.5 – New role of the L1

- modern „transfer" effects
- the role of salience (linguistic or pragmatic)
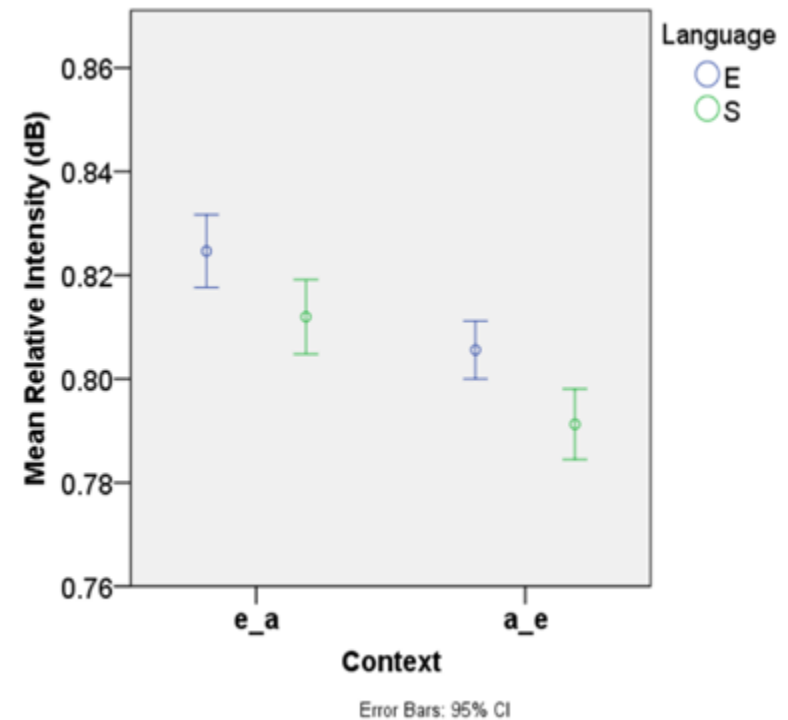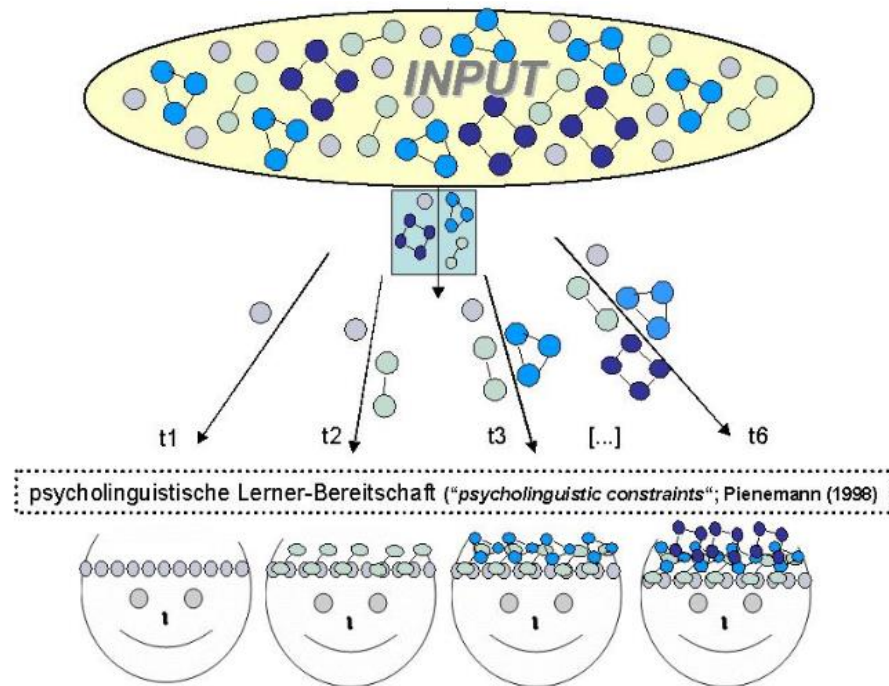
Section 5.5 – New role of the L1

- modern „transfer" effects

- transfer as a cognitive phenomenon
  learners choose based on perceived distances

- learner's perception of the distance between L1 & L2 defines transfer
  Kellerman 1979

  - all languages have commas and periods
  - all languages have nouns
  - all languages can express that "X did Y to Z"

Section 5.5 – New role of the L1

- modern „transfer" effects
- conceptual transfer

- present perfect – various meanings / functions

  - French: *I have gone to Rome last year
  - German: *But I have seen her yesterday
  - Spanish: I have gone to Rome a few times
  - Turkish: *My friend had gone to Rome last year
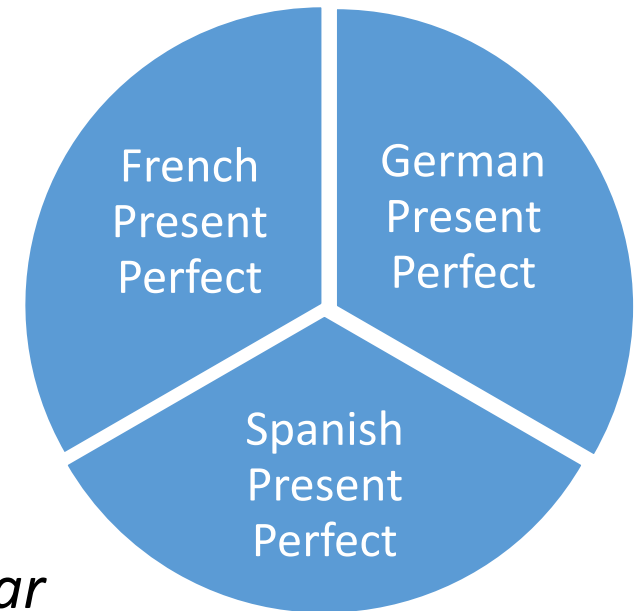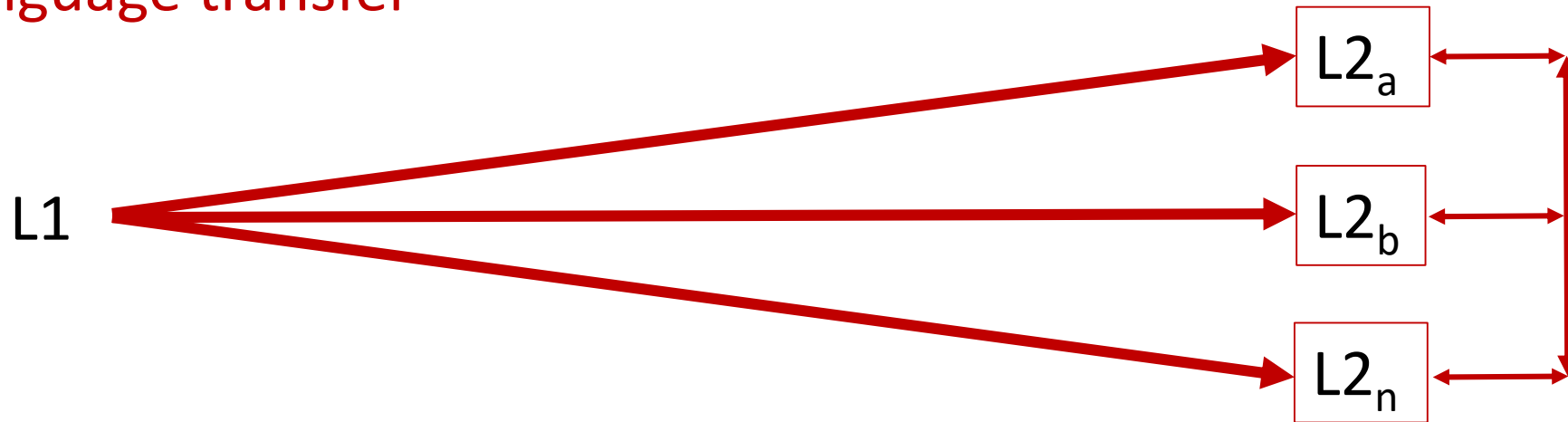
Section 5.5 – New role of the L1

- modern „transfer" effects
- SLA processing – input processing

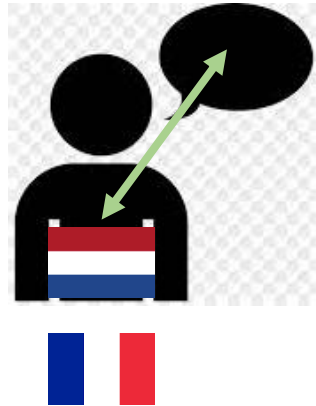*Jean a vu la fille de la femme qui sortait du magasin*

Section 5.6 – Interlanguage transfer

- modern „transfer" effects

- interlanguage transfer
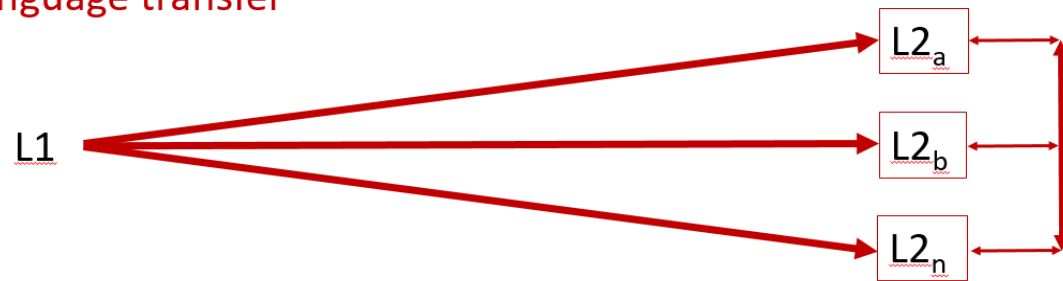
Section 5.6 – Interlanguage transfer

- modern „transfer" effects
- interlanguage transfer

Section 5.6 – Interlanguage transfer

- modern „transfer" effects

- interlanguage transfer

interlanguage transfer

interlanguage transfer:
- full lexical
- partial lexical transfer
- metalinguistic awareness
- non-adapted language switches
- blocking of L1 transfer
- [...]

- multilinguals might help trigger UG !

Section 5.6 – Interlanguage transfer

- modern „transfer" effects
- interlanguage transfer

- multi- and plurilingualism research

Questions ?

practice tasks

Dutch sentence (all are grammatical)	English equivalent	% responses translatable
1. Welk land heeft de wapenstilstand *gebroken*.	Which country has broken the cease-fire?	28
2. Zij *brak* 't wereldrecord.	She broke the world record.	51
3. Zij *brak* zijn hart.	She broke his heart.	79
4. De golven *braken* op de rotsen.	The waves broke on the rock.	35
5. Hij *brak* zijn woord.	He broke his word.	60
6. Hij *brak* zijn been.	He broke his leg.	81
7. Het ondergrondse verzet werd *gebroken*.	The underground resistance was broken.	22
8. Dankzij 'n paar grapjes was 't ijs eindelijk *gebroken*.	Thanks to a few jokes, the ice was finally broken.	33
9. 'n Spelletje zou de middag enigszins *breken*.	A game would break up the afternoon a bit.	11
10. Zijn val werd door 'n boom *gebroken*.	His fall was broken by a tree.	17
11. 't Kopje *brak*.	The cup broke.	64
12. Nood *breekt* wet.	Necessity breaks law (a saying).	34
13. Sommige arbeiders hebben de staking *gebroken*.	Some workers have broken the strike.	9
14. Na 't ongeluk is hij 'n *gebroken* man geworden.	After the accident, he was a broken man.	61
15. Zijn stem *brak* toen hij 13 was.	His voice broke when he was 13.	17
16. De man *brak* zijn eed.	The man broke his oath.	47
17. De lichtstralen *breken* in het water.	The light rays break (refract) in the water.	25

practice tasks

(5-1) From Cazden (1972, p. 92; no age given)

Child: My teacher holded the baby rabbits and we patted them.

Adult: Did you say your teacher held the baby rabbits?

Child: Yes.

Adult: What did you say she did?

Child: She holded the baby rabbits and we patted them.

Adult: Did you say she held them tightly?

Child: No, she holded them loosely.

What do these data tell us about the child's language acquisition ?

final exam topics

Chapter 4 – *The role of the L1 – CA, EA*

- positive and negative transfer
- contrastive analysis
- error analysis
- error vs. mistake

final exam topics

Chapter 5 – *The role of the L1 – morpheme order studies & transfer*

- morpheme order studies
- transfer phenomena
  - avoidance
  - overproduction
  - salience
  - conceptual transfer
  - interlanguage transfer

homework 4

- read chapter 6, pp. 159-190

- try to understand ….
  - Universal Grammar
  - Fundamental Difference Hypothesis
  - Full Access Hypothesis
  - Principles and parameters
  - UG and transfer - Markedness Differential Hypothesis
  - Optimality Theory (just a bit ☺)